



The Teacher's Contributions to Teaching English

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Abstract

When it comes to teaching the English language, teachers are essential. Since they assist students in acquiring the fundamental language skills required to communicate successfully in the modern, globalised world, their contributions are incalculable and extensive. First and first, by teaching the basics of grammar, syntax, and vocabulary, teachers provide their pupils a solid foundation in the English language. Through literary analysis, they also assist students develop critical thinking abilities and expose them to a variety of literary genres. Additionally, educators provide a positive learning atmosphere where students are at ease honing their English language proficiency. They provide students helpful criticism to help them become better writers and speakers, and they encourage students to take part in conversations and debates. In order to modify education to fit the requirements of varied learners, teachers are also essential. To guarantee that students with varying learning styles and aptitudes may effectively acquire English language skills, they use a variety of teaching methodologies and procedures. They engage students and make studying enjoyable and engaging by utilising technology, visual aids, and other teaching resources. Additionally, via extracurricular activities like language clubs, debate teams, and writing groups, teachers give students chances to practise and apply their English language proficiency outside of the classroom.

Key words: English Language, Critical Thinking, Technology, Classroom

Introduction:

The use of English in the everyday lives of people in India is becoming increasingly significant. We choose to communicate in English because we find it more convenient. It is a way of social and intellectual communication in the highly educated portions of society, for example when presenting



someone, conversing with others at parties, conducting interviews, issuing invites, and demonstrating one's superiority. Both spoken and written expressions are done in the English language. This language is used for written communication by the vast majority of educated people. Words from the English language have worked their way into our regular dialogue. They have integrated themselves completely into our own linguistic systems as well. When we do come across someone who speaks his mother tongue in its purest form, it comes as a bit of a surprise. On the other hand, it is very common for us to see someone who speaks one of his other tongues. By combining it with our national and regional tongues, English has developed into a language that is increasingly helpful and practical in our social life. Since English is such an important language, it absolutely needs to be learned. Professor Gokak made the insightful observation that "It was in the English classroom that the Indian literary renaissance was born," and he is absolutely correct. Therefore, it has been decided and established that English is a significant language for libraries. Incompetence on the side of educators is demonstrated by the fact that the argument in question is challenging and cannot be taught. It is our responsibility as English teachers to ensure that our students learn the language effectively. It is a language that is actively utilized in all three modes of communication in our nation: spoken, written, and read with understanding. If all of the English instructors tackle the problem with the same level of seriousness, there is no reason why they won't be able to achieve their goals.

Objectives of English Language Instruction in India:

It is now possible to speak English in India as a second language, and the language itself ought to be taught as a language rather than as literature. The goal of English instruction in India is to provide students with a practical command of the language, which means that students should be able to understand spoken English, speak English, read and write English. Therefore, these are the four primary goals of the English language instruction. According to Thompson and Wyatt (1952), the four particular goals of English language instruction are as follows:

1. To comprehend spoken English.
2. To communicate with English.
3. To grasp written English.
4. To compose text in English.



1. To comprehend spoken English:

The student is expected to have the level of spoken English comprehension necessary for everyday conversation, the exchange of greetings, the receipt of orders and directions, listening to lectures, speeches, and other similar activities. It is possible for our students to develop proficiency in the English language if we provide them with opportunities to listen to English-language media such as the news, conversations, the narration of short stories, TED speeches, and other such programs.

2. To communicate with English:

To be able to communicate effectively in English, a pupil must be able to make sounds with the appropriate emphasis and intonation. Speech holds a unique place in the process of giving birth to a language and serves as the foundation for the acquisition of any language. We have high expectations for our students' English conversational skills. In order to communicate effectively with other students and faculty members, college students need to be able to speak English.

3. To grasp written English:

It is our expectation that our students would be able to comprehend written English, such as that found in books, periodicals, newspapers, and so on. Additionally, it is anticipated that he or she will have the ability to utilize English as the primary language of instruction and examinations throughout his or her academic career. At this time, our kids are unable to grasp anything that has been written in the English language. It is important for kids to have a recognition vocabulary that is extensive in order for them to read English with understanding.

4. To compose text in English:

Writing in English is not any easier or more difficult than speaking the language. When we teach English, one of our main goals is to give our students the ability to write straightforward pieces in English, such as letters, applications, descriptions, and accounts of events. In offices, having such competence is necessary. In addition to this, it is required in schools and colleges so that students can take notes during English-language lectures.

Each of the four goals should be prioritized in the same way.

- To have a commanding and precise command of the English language.
- To form one's thoughts in English before expressing them.



- To be fluent in English conversation.
- To have the independence and freedom to create one's own original speech and writing.
- The skill of comprehending what one reads.
- The goal is to learn 2500 new words.
- Capacity to consult reference works (dictionaries, encyclopaedias, etc.).

English Language Learning Goals:

Dr. B.S. Bloom, in his seminal work Educational objectives (1956), defined educational objectives as "the desired goal or outcome at which instruction is aimed." The aims of a topic in English contribute to the accomplishment of some of the overarching goals of English language instruction.

Qualities of Effective Goals:

Features of genuine objectives include:

- It's important that it's precise and true.
- It should not be impossible to accomplish.
- It is essential that this be based on established psychological theory.
- The development of the students' needs to be the major focus.
- The change of student behaviour must be the goal of this initiative.
- It ought to be tenable given the average set of circumstances.
- The student's own personal growth should take precedence over the instructor's obligations as the primary area of concentration in the classroom.

It is necessary, as Thompson and Wyatt (1952) pointed out in a precise manner, that "the Indian pupil should be able to speak and write English as well as understand it when it is spoken or written."

The Four Cornerstones of Language Education

It is possible to deduce these four goals of language instruction from a variety of linguistic characteristics. Language may be broken down into these four categories:

- i. Semantic, which focuses on conceptualization;
- ii. Phonetic, which focuses on the physical aspects of speech;
- iii. Graphic, which focuses on the act of writing; and



- iv. Phonetic-cum-graphic, which focuses on the act of reading.

As a consequence of this, we are able to recognize the following four aims for English language instruction:

To Instruct Students:

To be able to

- i. Listen to and comprehend spoken English,
- ii. Read and comprehend written English,
- iii. Speak and
- iv. Write in English.

The first two goals focus on a listener's passive command of the language, while the third and fourth focus on the listener's active command of the language. "When a person learns to read, they are better able to communicate orally and in writing down the road." (Thompson & Wyatt, 1952)

Fourfold Aims for Capability Growth

There is an emphasis on the four fundamental linguistic abilities:

- (i) Hearing,
- (ii) Reading,
- (iii) Talking, and
- (iv) Writing.

Comprehend the English Language

The ability to interpret what is heard is a part of this and the potential to take physical action in response to auditory stimuli.

Read and understand English

- (a) Fluency in reading and understanding elementary prose, poetry, stories, and articles.
- (b) Comprehension of a statement as easy as this one.
- (c) Fluency in reading aloud without stumbling over one's own words.

Fluency in the English Language

- (a) Ability to use appropriate intonation and emphasis when pronouncing.
- (b) Reacting with speech after hearing anything is required.



Ability to write in English

- (a) Ability to accurately spell words.
- (a) b) Knowing how to choose and utilize words effectively.
- (b) Sentence construction and
- (c) Passage writing skills that emphasize clarity, precision, and topical relevance.

CONCLUSION

Knowing English is the sole means to avoid being cut off from the rest of the world, as it is the language richest in technological and scientific information. To bring India into the twenty-first century, we must make the most of English. Therefore, the purpose of teaching English is to help students comprehend written and spoken English and to give voice to their own thoughts and ideas through these mediums. The fact of the matter was that broad hostility and fondness for the British among Indians endured for a long time. People yearned for the liberating effect that would come from abandoning English, but at the same time, they wanted to learn it so that they could keep up with the technological advancements that were documented in that language. Because of the political context, the families of the upper class who wanted their children to be viewed as smart and educated enrolled them in schools where instruction was provided in English. These families did this because they wanted their children to be recognized as sophisticated and educated. This resulted in the development of public schools in most of the hill villages that were recognized for their level of excellence. The school was attended by children who came from wealthy households. While this was going on, the majority of people didn't stop debating about whether or not they should be required to learn English in school. The demand for English-medium schools increased as time went on and the general public became aware of the numerous benefits of studying English. As a result, there is currently great rivalry among schools to provide the finest English education. Following the achievement of independence, separate educational policies were developed by individual governments. Some of these policies included the instruction of English as a second language. Because of this, it continues to be used in a significant number of classrooms across the United States. Additionally, the Kothari panel suggested making the study of the English language obligatory for students in elementary and secondary schools, but leaving it optional for students in high schools.



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